

Expanded Learning Opportunities Program Plan Guide

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by: Expanded Learning Division

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This Program Plan Template Guide is required by California Education Code (EC) Section 46120(b)(2)

Note: This cover page is an example, programs are free to use their own logos and the name of their program.

Name of Local Educational Agency and Expanded Learning Opportunities Program Site(s)

Name of Local Educational Agency or Equivalent:	Patterson Joint Unified School District
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Instructions: Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. Apricot Valley Elementary
2. Creekside Middle School
3. Grayson School
4. Las Palmas Elementary
5. Northmead Elementary
6. Walnut Grove Elementary

Purpose

This template will aid LEAs in the development of a program plan as required by EC Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development.

Definitions

"Expanded learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (EC Section 8482.1[a])

"Expanded learning opportunities" has the same meaning as "expanded learning" as defined in EC Section 8482.1. "Expanded learning opportunities" does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (EC Section 46120[e][1])

Instructions

This Program Plan needs to be approved by the LEA's Governing Board in a public meeting and posted on the LEA's website.

The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates in the law, and to provide continuous improvement in the development of an effective ELO-P.

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with EC Section 8482.3(g)(1). LEAs are encouraged to work collaboratively with partners and staff to develop and review the

program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the Quality Standards for Expanded Learning in California (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities, or refining the plan. In addition to the narrative response, it may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of Education's (CDE) Quality Standards and CQI web page, located at <https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>.

1—Safe and Supportive Environment

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the schoolsite or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

This program will allow a supportive and instructional environment for students as they continue their day beyond the bell by providing a safe and adequate space for students to conduct their activities and lessons. Adequate supervision is provided to ensure that students have the necessary support from staff to complete their assignments and tasks for the day. Students will be able to safely transition from their classrooms to the After School Program on their campus while having access to some of the amenities they use during the day such as having access to the bathrooms and playground areas at the school. The After School program will provide students with needed support with their homework as well as offer enrichment activities to increase their social-emotional learning skills such as hands-on learning through science activities, STEAM (science, technology, engineering, art, and math) projects, Outdoor sports activities, etc.

Locations: The school site is where the Afterschool Program is housed. Those locations are: Creekside, Las Palmas, Northmead, Grayson, Apricot, Walnut Grove.

2—Active and Engaged Learning

Describe how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

Unlike the predetermined curriculum in the regular school day program, students in the expanded learning programs will experience active and engaged learning catered to the students interests and curiosities. This experiential learning includes STEAM (Science, Technology, Engineering Art, Math) activities, hands on learning science activities and experiments, physical activity through the use of sports, music, and team building, and many more. We will also incorporate field trips that help to build upon their social emotional learning and also future career opportunities.

The following information was duplicated from the CAN (California Afterschool Network)

Programmatic Level

- ‡ The program provides a variety of activities that are hands-on, project-based, and result in a culminating product.
- ‡ The program uses participant feedback, assessments, and evaluations to guide the development of training, curricula, and projects that fully meet participants' needs and interests.

Staff Level

- ‡ Staff give participants the experience of learning through multiple senses.
- ‡ Staff give participants the opportunity to work in groups that have a clear purpose.
- ‡ Staff provide activities that raise awareness, promote thought-provoking discussion and support collaborative interaction with others in the larger community, other cultures, and even globally.
- ‡ Staff provide opportunities for participants to think critically, as well as act on issues and opportunities that are important but also of high interest and relevance to them.

Participant Level

- ‡ Participants gather evidence to support their ideas and understand other perspectives.
- ‡ Participants use modern technology to support their learning.
- ‡ All participants in group work are engaged, cooperate in the group's accomplishments, and are accountable to one another.

3—Skill Building

Describe how the program will provide opportunities for students to experience skill building.

The program supports projects and activities in which participants demonstrate mastery by working toward a final product or presentation. The program supports activities in which participants develop and demonstrate 21st century skills.

Participants will work on the skill of communication and learn how to problem solve amongst each other when the activities involve using cognitive processes in order to find resolutions in the activity they are working on.

Participants will learn to develop appropriate decision making skills while working in or outside of the classroom understanding what consequences come with the decisions they make.

Staff select or create projects that relate to young people's lives. Staff develop learning goals for each activity and communicate these goals to youth.

Staff facilitate activities and conversations that increase participants' 21st century skills, sense of personal and social responsibility, and understanding of life and career options. Staff use practices that support mastery such as:

Providing youth with opportunities to practice skills

Sequencing activities to allow participants to build on previously learned skills.

Facilitating youth reflections and offering constructive feedback to help youth learn from their experiences of successes, mistakes, and failures Helping youth make links between the activity and their lives outside of the program

Participants work in groups where they practice skills such as team building, collaboration, and use of effective communication.

Participants are involved in projects, activities, and events that increase their understanding and use of 21st century skills (e.g., creativity, critical thinking, and information and communications technology).

4—Youth Voice and Leadership

Describe how the program will provide opportunities for students to engage in youth voice and leadership.

Programmatic Level

‡ The program provides participants with opportunities and space to share their viewpoints, concerns, or interests in order to impact program practices or policies. This includes opportunities that are led by youth.

‡ The program provides opportunities for participants to actively exercise their leadership skills and address real world problems that they identify in their communities. These are activities that require critical thinking, debate, and action planning.

‡ The program trains staff to facilitate youth voice and leadership in ways that promote positive relationships within the program and empower participants to have a positive impact on other individuals and institutions.

Staff Level

‡ Staff encourage and engage participants on a regular basis to share their perspectives regarding program design,

what they want to learn and the quality of their experience in the program.

‡ Staff work to recognize the leadership potential in all young people, regardless of their age, and provide opportunities for them to develop their leadership skills by providing authentic leadership roles within their after school program.

Participant Level

‡ Participants engage in authentic and meaningful leadership roles that are supported by staff and celebrated by the program.

‡ Participants share ownership in the design of program activities.

‡ Participants take responsibility for completing projects.

‡ Participants express their opinions and feedback in surveys or group discussions regarding what they want to learn about, what they want to be able to do, and the development of program offerings that respond to their interests.

‡ Participants reflect on learning experiences (formal and informal) and give their opinion about future learning opportunities.

5—Healthy Choices and Behaviors

Describe how the program will provide opportunities for students to engage in healthy choices and behaviors. Describe how students will be served nutritious meals and/or snacks during the ELO-P hours of programing.

The program creates and maintains a healthy culture and environment that is positively influenced by a collaborative and coordinated effort of families, school, and community.

The program identifies healthy practices and develops priorities that contribute to the school wellness plan and implementation.

The program helps staff promote healthy lifestyles by providing professional development and access to age-appropriate curricula and resources.

The program incorporates nutrition and physical activity into all facets of program design and operating procedures (e.g., fundraising, meals/snacks, policies, curricula, incentives, etc.).

Staff provide daily opportunities for participants to engage in developmentally appropriate, research-based nutrition and physical activities that support program goals.

Staff understand how knowledge, skills, and behaviors around health contribute to academic performance and a positive socio-emotional lifestyle.

Staff model good nutrition and participation in physical activity during the program

When it comes to nutrition, students will be given the option to choose between two nutritious snacks upon settling down into the program. In addition to snacks, students will be provided with a healthy beverage or water to help keep them hydrated throughout their time in our program.

Students will be taught how to make positive choices in regard to behavior throughout the day. This includes through their personal conduct and conduct with students and staff in the program. In addition, they will learn how to make positive choices in regard to maintaining program equipment and supplies as well as keeping their school classrooms and bathroom clean when in use by students in our program.

6—Diversity, Access, and Equity

Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Describe how the ELO-P will provide access and opportunity for students with disabilities.

The program actively recruits and hires staff that reflects the community of the students served.
The program states its explicit commitment to diversity and equity in its outreach materials and/or policies.
The program is aware of and seeks information and strategies to support all participant needs.
The program creates a welcoming environment by representing the diversity of the participants through program materials, displays, etc.
The program implements a plan that outreaches to all students at the school site. The program celebrates diversity related to participants' race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation, and/or gender identity and expression.
Staff participate in on-going diversity and sensitivity training.
Staff adapt activities to accommodate the physical and developmental abilities of all participants, and actively encourage their participation in the program.
Participants and staff are comfortable sharing, and are given opportunities to share, from their diverse experiences and backgrounds.

7—Quality Staff

Describe how the program will provide opportunities for students to engage with quality staff.

Programmatic Level

‡ The program engages in a rigorous recruitment and hiring process that carefully considers experience, knowledge, interest, ability to create a safe environment, diversity, and capacity for engaging children in age appropriate and meaningful learning.

‡ The program provides staff and volunteers with:

- Clear titles and job descriptions
- Continuous training and professional development
- Resources and materials to deliver activities
- On-the-job coaching

‡ The program supports staff with information regarding grant requirements, budgets, and any information that affects the day-to-day operations of the program.

‡ The program supports staff with competitive pay.

‡ The program creates opportunities for participants and other stakeholders to provide feedback on staff and volunteer quality.

Staff Level

‡ Staff demonstrates the ability to:

- Deliver a program that meets grant requirements
- Facilitate and incorporate district and program curricula, research-based youth development principles and best

practices in program planning and activities

- Facilitate activities that engage students in active and meaningful experiences that build mastery and expand

horizons

- Welcome and engage volunteers in roles that meaningfully and effectively support student learning

‡ Staff exhibit:

- Integrity, professionalism, caring, and competency as a positive role model
- Commitment to building positive relationships with a culturally, linguistically, and socio-economically diverse

community of students, staff, and parents

Participant Level

‡ Participants are involved in the staff selection process.

‡ Participants have trusting and positive relationships with staff.

8—Clear Vision, Mission, and Purpose

Describe the program’s clear vision, mission, and purpose.

We love our students and embrace the opportunity to serve them. We stand united to foster a sense of belonging and well-being for every student. We provide them with the tools to be... ‘better than they were yesterday.’

Amended August 2019

Programmatic Level

‡ When the program creates its mission, vision, goals, and outcomes, it makes sure all stakeholders participate, including:

- Youth
- Families
- Program staff
- School site partners
- Community partners

‡ The program ensures that its vision and mission complement each other and are reflected in program goals and outcomes.

‡ The program monitors progress toward its goals and outcomes.

‡ Based on its vision and mission, the program intentionally aligns goals and outcomes with:

- Policies and procedures
- Program plan
- Budget
- Staff development
- Communications and marketing material

‡ The program informs participants, families, staff, and partners about their roles and responsibilities in advancing the mission, vision, and goals of the program.

‡ The program regularly communicates, reviews, and makes appropriate changes to goals and outcomes in collaboration with all stakeholders.

Staff Level

‡ Staff share program’s mission, vision, goals, outcomes, and planned activities with families through a variety of

strategies (e.g., new family orientations, parent nights, etc.).

‡ Staff design activities to make progress toward program's goals and outcomes.

Participant Level

‡ Participants know the goals, and outcomes of the program.

‡ Participants provide input that is used to impact the program's vision, mission, goals, and outcomes.

9—Collaborative Partnerships

Describe the program's collaborative partnerships. Local educational agencies are encouraged to collaborate with non-LEA entities to administer and implement ELO-P programs.

Programmatic Level

‡ The program develops collaborative partnerships that are formalized and clearly articulated through written agreements, and are maintained through on-going meetings and other systems of communication.

‡ The program coordinates a seamless and integrated partnership between the instructional day and expanded learning program.

‡ The program actively outreaches and engages potential partners (public and private) in order to sustain program services.

‡ The program uses culturally and linguistically appropriate strategies to engage families as advocates for their children's education and healthy development.

‡ The program trains staff to work collaboratively with internal and external stakeholders in order to achieve program goals.

‡ Decision-making as part of a process of continuous improvement is informed by stakeholders such as:

- Parents
- Community partners
- District leadership
- County Offices of Education

• Non-profit organizations

- Public officials
- Local businesses
- Youth

‡ The program seeks to collaborate with the appropriate school, community, regional, statewide, and national stakeholders in order to leverage resources. Rural and frontier programs may have the necessity to seek resources outside of their

Community/Staff Level

‡ Staff engage, communicate, and connect parents to information and services available to them within their community and school.

‡ Staff meet regularly, both formally and informally, with partners to discuss data and agree upon program goals and design.

‡ Staff hold collaborative meetings with both internal and external partners to discuss impact, highlights, and areas of growth.

Participant Level

‡ Participants share their experiences and feedback about the program to inform program design.

10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

Programmatic Level

‡ The program establishes a clearly defined continuous quality improvement process that:

- Outlines improvement goals and action steps
- Includes a timeline with dates for action steps and quality improvement discussions
- Incorporates feedback from staff, youth, parents, and K-12 partners
- Describes the information or data needed to assess quality
- Clearly describes the responsibilities and roles for each person on the improvement team

‡ The program develops a set of guiding questions that are related to the program design, desired program outcomes, and impact.

‡ The program creates a plan for how to gather information from multiple sources that will answer the guiding questions

and includes:

- The type of information for each guiding question
- Whom to collect information from
- A timeline for collection

‡ The program establishes a clear procedure for getting consent to collect information from stakeholders that addresses

the purpose of the information and how it will be used.

‡ The program records and keeps track of the information it collects in a manner that protects the confidentiality of stakeholders.

‡ The program shares lessons learned and key outcomes from the quality improvement process with stakeholders and

requests their feedback.

Staff Level

‡ Staff demonstrate their commitment to continuous improvement on a daily basis through regular self-assessment of

individual performance as well as attending professional development and training opportunities that expand their capacity.

‡ Staff help collect data and are supported in using this data to understand strengths and weakness in programming.

‡ Staff engage participants in the continuous quality improvement process by regularly soliciting their feedback about program activities.

‡ Staff share data about the program strengths and challenges with participants, and involve them in program planning and goal setting sessions.

‡ Staff use outcomes to prioritize future work around program design, professional development, and program practices.

Participant Level

‡ As age-appropriate, participants are actively engaged in assessing strengths and weaknesses, and provide input for improvement based on quality standards.

11—Program Management

Describe the plan for program management.

‡ The program creates and annually updates manuals that:

- Address fiscal management, personnel policies, and program operation
- Include clearly defined policies, procedures, practices, and staff/partner roles
- Adhere to federal, state, and local requirements

‡ The program creates and distributes user-friendly parent handbooks that describe policies and procedures, and that are available in languages spoken by parents.

‡ The program has a clear organizational structure, which allows staff to focus on the needs of participants, and includes:

- Staff job descriptions
- Lines of supervision
- Information about who to ask for resources
- The percentage of direct service and administrative costs that is allocated for each position

‡ The program has a strong fiscal management system that includes:

- A well-documented budget with line item expenses and the duration and amount of each revenue source
- Enough flexibility for managers at the program and site levels to make allocation decisions as needed throughout

the year

‡ The program has the appropriate insurance to protect staff, administrators, volunteers, participants, and parents.

‡ The program maintains written agreements that define roles and responsibilities of all subcontractors and partners.

Staff Level

‡ Staff at the program and site level use various well-defined channels of communication, including regular meetings, with all stakeholders.

‡ Staff at the program and site level keep up-to-date and accessible records on all participants and employees.

‡ Site coordinators manage site-level budgets, have the flexibility to make site-level decisions about spending, track their expenses using the program's fiscal management system, and have a process for requesting additional funds when needed.

‡ Managers at all levels take advantage of opportunities to develop management and leadership skills, and stay informed about new research, best practices, and innovations in expanded learning programs.

‡ Staff at the program and site level use various well-defined channels of communication, including regular meetings, with all stakeholders.

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‡ Site coordinators manage site-level budgets, have the flexibility to make site-level decisions about spending, track their expenses using the program's fiscal management system, and have a process for requesting additional funds

when needed.

‡ Managers at all levels take advantage of opportunities to develop management and leadership skills, and stay informed about new research, best practices, and innovations in expanded learning programs.

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees.

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

Patterson Unified receives ELO-P (Expanded Learning Opportunity Program) and ASES (After School Education and Safety Program) This funding is used to provide services to all students who are in need and wanting services with our program. Our program will provide equal academic opportunities to all participants enrolled with the goal of helping each student reach their social, emotional, and academic goals. We currently do not receive 21st Community Learning Centers (21st CCLC).

Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (EC Section 46120[b][2][D]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally-informed to address this younger age group?

Positions for the new TK program were advertised in May 2022. Recruitment has been done through the newspaper, social media, hiring platforms, and word of mouth. The TK expanded Learning program will be housed at West Valley Learning center and will operate from 7:15 am - 4:15 pm. The Kinder expanded learning program is established and will follow the schedule for the elementary program. See below for more detail. A beginning of the year training, as well as quarterly training, will be held for all staff. Surveys will be sent to identify needs and exit surveys will be provided at the end of each training. Monthly meetings will also be held with program coordinators in order to provide information, guidance, and support to programs. We will maintain a list of possible hires as students sign up for programs. Student to Staff ratios will be adhered to and students will be placed on waiting lists until the staff is hired. The expanded learning program works directly with the educational services department. This partnership allows for the curriculum to be vetted along with aligned program development.

Sample Program Schedule

Please submit a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). Also, submit a sample schedule for a minimum nine-hour summer or intersession day.

Sample of Expanded Learning Day

2:40 - 2:45 Student Arrivals/Attendance

2:45 - 3:00 Snack Time
3:00 - 4:30 Homework Time
4:30 - 5:30 Activity
5:30 - 5:45 Afternoon Snack
5:45 - 6:00 Clean up/Student Pick up

Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:

EC Section 46120(b)(2):

[LEAs] operating expanded learning opportunities programs may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on the following;

(2) [LEAs] operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple schoolsites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

(A) The department's guidance.

(B) Section 8482.6.

(C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.

(D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

EC Section 46120(b)(1)(A):

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, are no less than nine hours of combined instructional time and expanded learning opportunities per instructional day.

EC Section 46120(b)(1)(B):

For at least 30 nonschooldays, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

EC Section 46120(b)(3):

[LEAs] shall prioritize services provided pursuant to this section at schoolsites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunities programs across their attendance area.

EC Section 46120(b)(4):

[LEAs] may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

EC Section 46120(b)(6):

[LEAs] are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally subsidized childcare programs, to maximize the number of expanded learning opportunities programs offered across their attendance areas.

EC Section 46120(c):

A [LEA] shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

EC Section 8482.3(d):

[LEAs] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.

[LEAs] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture’s at-risk afterschool meal component of the Child and Adult Care Food Program (42 United States Code [U.S.C.] Section 1766).

EC Section 8482.6:

Every pupil attending a school operating a program . . . is eligible to participate in the program, subject to program capacity. A program established . . . may charge family fees. Programs that charge family fees shall waive the cost of these fees for pupils who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 11434a), or for a child who the program knows is in foster care. A program that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

EC sections 8483.4 and 46120(b)(2)(D):

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal. The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

EC Section 8482.3(c)(1)(A–B):

Each component of a program established pursuant to this article shall consist of the following two elements:

(A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.

(B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.